



# EDUCATION STRATEGY

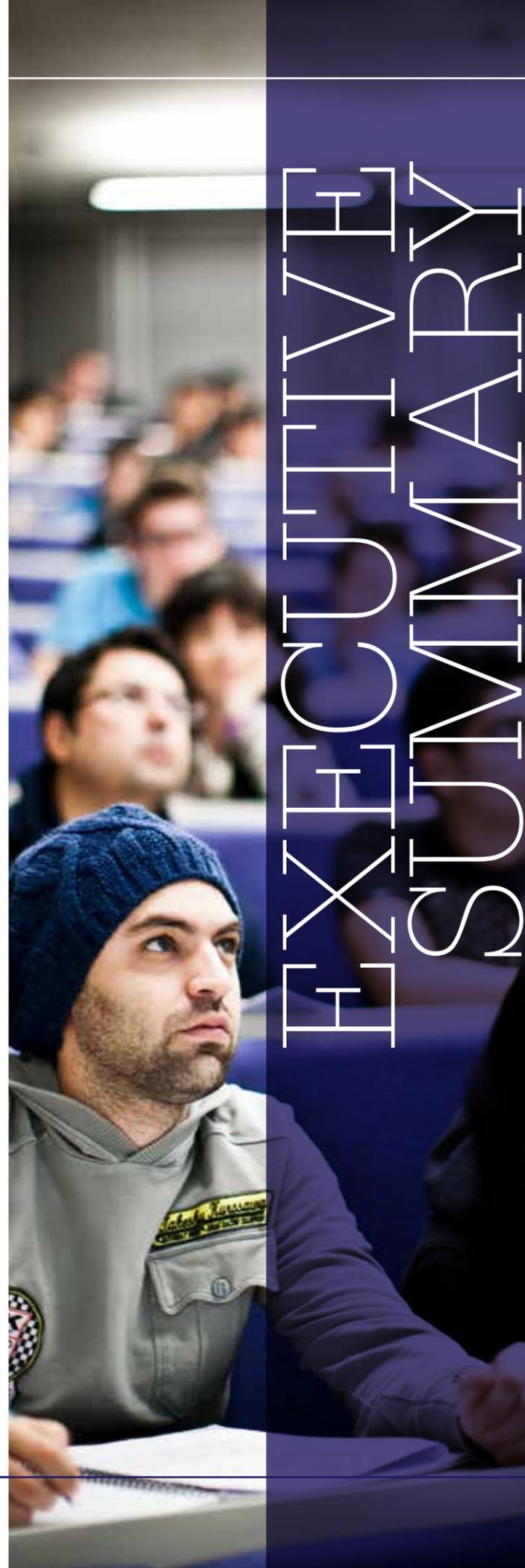
FOR MANCHESTER METROPOLITAN UNIVERSITY



**Manchester  
Metropolitan  
University**

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# EXECUTIVE SUMMARY

This education strategy comes at a time of profound challenge and change for the Higher Education sector. At a time when the regulatory framework of the sector is being radically altered, universities face ever-increasing expectations from students, a fiercely competitive recruiting environment and growing demands from a wide array of political, social, cultural and economic causes and institutions.

Studying for a degree is one of the most significant financial, social and intellectual investments that a person can make, and this strategy delivers, articulates and celebrates the substantial intellectual, social and financial benefits of that investment. We recognise four priority areas for action: to **teach** at high quality; to **integrate** all aspects of student education, experience and support; to promote Higher Education teaching as professional **practice**, and to **engage** beyond our campus with our partners; our communities, our region and our world. The appendix to the strategy presents the key enabling projects and indicative actions that are being taken and planned over the next two years to support this strategy.

**Professor Helen Laville**  
Pro-Vice-Chancellor for Education



## Key Goals and Strategies



## Education KPIs

Our University Strategic Framework established four KPIs for education performance

Targeted Recruitment	Teaching Quality	Academic Ambition	Employment Ambition
<ul style="list-style-type: none"> <li>TARGET: 50% of FT UG Students with &gt;280 tariff points for best Level 3 qualifications</li> <li>2015-16 result – 43%</li> </ul>	<ul style="list-style-type: none"> <li>TARGET: 90% agree for NSS Q22 (overall course satisfaction)</li> <li>2015-16 result – 85%</li> </ul>	<ul style="list-style-type: none"> <li>TARGET: 90% of students who enrol at L4 re-enrol at L5 the following year</li> <li>2015-16 result – 82.5%</li> </ul>	<ul style="list-style-type: none"> <li>TARGET: Top quartile for graduate-level employment or further study</li> <li>2015-16 result – 31<sup>st</sup> percentile</li> </ul>

## Implementation and Monitoring

Progression towards achieving our KPIs is unlikely to follow a linear trajectory year on year. This education strategy outlines a staggered approach, developing and implementing immediate actions and ensuring the consistent application of current best practice across the institution where possible, while at the same time planning more long-term substantial changes, such as the revision of the academic calendar. In addition to our institutional KPIs, we will monitor a number of supporting lead indicators across the institution in order to monitor the

effectiveness of our education strategy. This process will enable us to review progress in a more detailed and granular way, and to support effective interventions at micro/programme and unit level while developing macro/institutional level structural reforms and cultural change. In addition, we continue to monitor and intervene to support key elements of our educational strategy which are not captured by our KPIs, such as postgraduate or apprenticeship activity.

## Indicative Lead Indicators

(Course/Department/Institution where appropriate)

Targeted Recruitment	Teaching Quality	Academic Ambition	Employment Ambition
<ul style="list-style-type: none"> <li>Course applications to target</li> <li>Conversion to accepts and to enrolments</li> <li>Tariff on entry</li> <li>Vocational/academic tariff mix</li> <li>Applications and enrolment to PGT and PGR programmes</li> <li>Apprenticeship enrolments</li> </ul>	<ul style="list-style-type: none"> <li>Unit and course performance measured by NSS and ISS</li> <li>Student outcomes, measured by good honours</li> <li>Engagement with peer observation</li> <li>Teaching qualifications for academic staff</li> <li>Added value data for students, reflecting academic and vocational entry tariff</li> </ul>	<ul style="list-style-type: none"> <li>Progression and retention through the degree</li> <li>Student satisfaction with personal tutoring</li> <li>Course performance data on resit performance</li> </ul>	<ul style="list-style-type: none"> <li>Engagement with Career Service</li> <li>Numbers of students involved in international study or work</li> <li>Number of students in work placements or sandwich degrees</li> </ul>



# SECTION ONE

CONTEXT, BACKGROUND AND AMBITIONS

## 1.1 Introduction

Manchester Metropolitan University's education strategy articulates our mission to recruit ambitious students from all backgrounds and to inspire and support them to achieve. Outstanding educational provision and a transformative student experience lie at the heart of our ambition to become the best modern University in the UK. Building on the principles of our previous Strategy for Learning, Teaching and Assessment (SLTA), this education strategy, which replaces the SLTA, identifies the structures and lines of responsibility that will secure the implementation of these principles. This education strategy also aligns with the principles of Manchester Metropolitan University's Strategic Framework: Place, Ambition, Partnership, Community, and Sustainability. These principles guide our approach to the core remit of our educational mission: a commitment to sustainable excellence in teaching and learning; an holistic approach to the student journey, which puts the student at the heart of the University; strong student outcomes that support social mobility; an expansive educational mission that is in dialogue with our research and international strategies; a clear articulation of the importance of improving the status of HE teaching as professional practice, and a commitment to the regional and global educational responsibility of the University.

The development of this strategy comes at a highly volatile time for HE in the UK, which demands an approach that is flexible enough to adjust to emerging challenges, yet clear and focused enough to ensure we are able to achieve our ambitions. In order to thrive, our education strategy must deliver a high quality education and student experience in **all** our faculties and programmes. While our education strategy reflects a determination to improve educational quality, support social mobility and to enhance the employability and earning potential of our students, we are equally determined to be an advocate both to our students and to the wider world about the intellectual, social, cultural and emotional investment and reward of university education. Our ambition is to produce graduates who are equipped to use their university education to improve not only their economic prospects, but also the quality of their social and cultural lives, and the lives of their communities.



## 1.2 Current Position

Our high quality campus, together with our expanding digital infrastructure for learning and student support, and our expansive extra-curricular student experience provision, offers a solid platform on which to build. Significant steps have already been taken to ensure we are in the right place with the right structures and culture to thrive. Revisions to the senior leadership structures have ensured clear strategic leads and support systems for our education, research and international themes of education, research and international, and the development of strategic plans in these areas that are in dialogue with each other will ensure a coherent and joined-up approach. Our recent restructuring of Faculties and ongoing refinements to School structures within Faculties, together with a programme of portfolio review, will deliver a more coherent UG and PG provision, avoid duplication of programmes, and encourage synergies between disciplines, and establish clear lines of programme responsibility. Our strength in teaching pedagogy and practice, supported by our Centre for Excellence in Learning and Teaching (CELT) and our reputation for strength in teaching, give us a market advantage. Our Commitment Statement, which sets out how staff and students work together to support learning and success, reflects our strong sense of partnership with students.

## 1.3 Performance Metrics

The metrics produced for the first round of the Teaching Excellence Framework (TEF) provide a useful overview of educational provision at Manchester Met. Benchmarked against our sector competitors, the metrics reveal a solid performance that demonstrates that we are performing near the sector average for the majority of our students. While the metrics demonstrate an upward trajectory over the three years on which the TEF is based, there are some significant areas of weakness within this picture; the metrics reflect our current position as tracking slightly below sector average, and our trajectory does not suggest that we embedded the step change in performance that will be required to fulfil our ambitions to be sector leading, or to enable us to gain

a gold TEF rating in the future. Our reputation for teaching strength will be undermined if TEF data does not support that reputation, or if we fail to ensure our strength in pedagogy, promotion of innovation and improvement in areas of weakness penetrates all aspects of the student experience and supports excellence in all our programmes.

Analysis of the metrics that inform TEF reveals significant variations across our institution. Some variation is understandable, with employment figures in health and education programmes, for example, being higher than in humanities and arts-based subjects. Levels of student satisfaction, retention and student outcomes, however, are also widely variable across the institution, and specific groups of students have poorer outcomes than others. Poorly performing subjects have a significant impact on our overall results, and, if not addressed, will negate or undermine the impact of areas in which we excel and achieve.

## 1.4 Income Diversity and Over-dependence on the UG Market

The implications of a shrinking market of UG students has serious consequences for Manchester Met, given our lack of diversity in income streams. Our portfolio review and planning processes have focused attention on the size and shape of the University and on the lack of diversity in our activity and business model. The vast majority of our income derives from home UG FT students; in 2014/15, we were in the bottom quartile of all HE institutions on income diversity. Our reliance on this income stream has a range of implications for our ability to deliver improvements in education and on our capacity to meet our education KPIs. Improvement in targeted recruitment, for example, will be influenced by the extent to which we are able to tolerate reductions in student numbers in order to keep entry tariffs high. Our flexibility in this area is dependent on the success of our strategy to increase PG recruitment, international recruitment, and research income, making our financial model less dependent on income from home UG numbers.

## 1.5 Ambitions

Review of our current metrics and position over the past three years demonstrates the need for an educational strategy that not only sets out our educational ethos, but that is clear about the actions that will be taken to achieve a step change in educational provision and achievement. While the current strengths of the University provide a strong base on which to build, this document establishes a more explicit operational strategy, and explains how the structures, frameworks, and culture of the University will be directed towards the achievement of our educational ambitions. The Strategic Framework launched in 2016 established four educational key performance indicators and targets, by which we will measure our progress and achievement. Our aims and current achievements are:

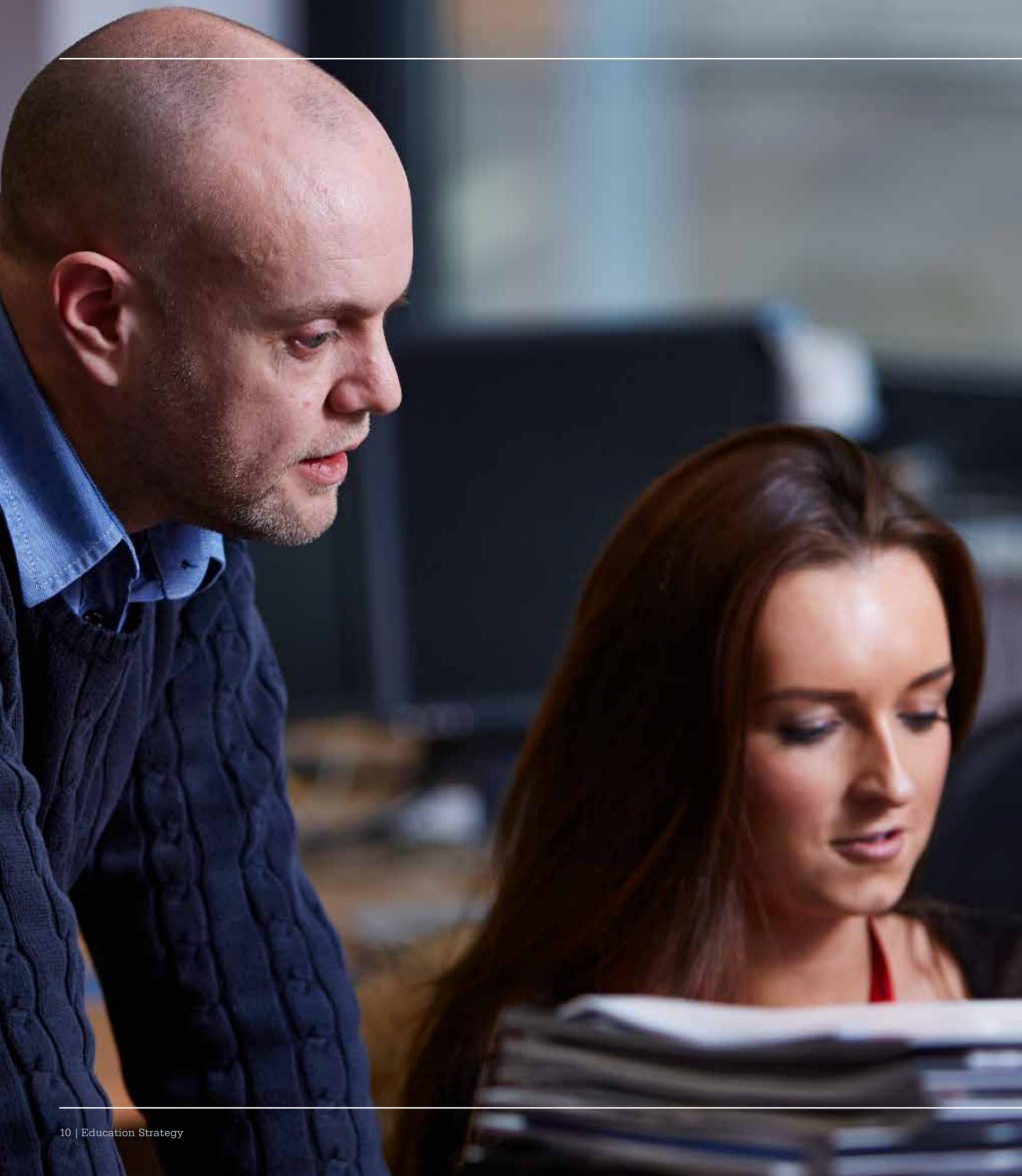
- Targeted Recruitment: KPI: % of FTUG students with >280 tariff points for best three Level 3 qualifications. Five year target – 50%. (2015/16 achievement 43%, a drop of 2% on 2014/15)
- Teaching Quality: KPI: % agree for NSS Q22 'Overall I am satisfied with the quality of the course.' Five Year target – 90% (2015/16 achievement 85%, level with 2014/15)
- Academic Ambition: KPI: % FTUG students enrolled at L4 who re-enrol at L5 the following academic year. Five year target – 90% (2015-16 achievement 82.5%, a very slight improvement of 0.6% on 2014/15)
- Employment Ambition: KPI: percentile performance for % graduates in professional / graduate level jobs or further study. Five year target – top quartile. (2015-16 achievement in 31st percentile. This is not an absolute target since we cannot predict employment trends, making a comparative figure more useful than an absolute figure).

## 1.6 Strategic Overview

Our Strategy for Learning, Teaching and Assessment (SLTA), developed and launched in 2014 in partnership with our Students' Union, articulated the six core principles behind our education mission, which remain at the heart of this education strategy. These principles are:

1. We will provide an excellent learning environment and outstanding student experience.
2. Manchester Metropolitan provides an innovative, flexible, enterprising and internationalised curriculum.
3. Assessment at Manchester Metropolitan is an integrated and integral part of learning and teaching.
4. Student progression, confidence and success will be achieved through outstanding personalised and individual support.
5. Programmes are responsive to quality enhancement procedures throughout their student lifestyle.
6. Staff are lifelong learners, fully engaged with their own professional development.

Our education strategy seeks to embed these principles within an operational strategy and structure that will ensure that they are effectively implemented throughout the University and that academic leadership is empowered to deploy these core principles throughout all our programmes. We recognise the need to ensure that our strategy delivers an excellent experience and outcomes for all our students, and we will monitor student satisfaction and achievement across different cohorts and student characteristics, devising interventions where necessary to ensure equality of access, opportunity and outcomes.



# SECTION TWO

A STRATEGY FOR IMPLEMENTATION

## 2.1 AIMS

Our education strategy seeks not only to secure the step change that is necessary within the University to deliver our educational ambitions, it also seeks to establish Manchester Metropolitan as the field-leading exemplar of the ambitions and ability of the modern university to advance and advocate for Higher Educational practice, pedagogy, and performance. Our implementation strategy capitalises on the significant levels of change and restructuring within professional services, and the dynamic programme of current investment that will provide the infrastructure support for our education strategy. It provides current examples of good practice and innovation that should be applied more consistently across the whole University. It also identifies further operational strategies and systems, which will enable us to secure our ambitions. This education strategy highlights four key priority areas that we will target in order to achieve our educational ambitions; Teach, Integrate, Practice and Engage. These mutually dependent and complementary strategies are key to delivering the culture shift we require to ensure consistently high quality across the University.

## 2.2 TEACH

While the last decade has seen an expansion in what students expect from university, the delivery of excellent education still depends on the quality of teaching. Our focus will be on ensuring that every teaching experience that all of our students have is of high quality, delivering consistently high standards throughout our institution. We will support our staff in delivering excellent teaching, and ensure that we are able to identify and improve areas of weakness. We will ensure that we deliver an inclusive curriculum, supported by appropriate teaching and learning methodologies, that is designed to inspire and support all students. We will identify, support and empower academic leadership at the appropriate level to deliver excellent teaching. We will ensure that the relationship between academic research and HE teaching is clearly articulated, and that our staff, our students and the wider public understand the benefits of the relationship between research and/or professional practice and university teaching.



## KEY GOALS AND STRATEGIES

### 2.2.1 Effective Academic Leadership

We will ensure that academic leadership with the responsibility for securing excellent teaching is empowered to make effective interventions. Lines of responsibility will be clear and we will ensure that strategic priorities for education, research and internationalisation work in concert, not in conflict.

### 2.2.2 Evidence Driven Actions

Data and information will be used to effectively inform our actions and support our teaching and learning. We will ensure that our field-leading investment in both learner analytics and department/programme performance data will be used to prompt and support meaningful interventions. We will acknowledge distinctions between the task of ensuring quality thresholds and that of securing innovation in teaching, and ensure that our systems and actions reflect these differences in a way that enables the appropriate allocation of resource and expertise.

### 2.2.3 Consistency in Standards and Achievements

We are a large university with a number of different programmes representing radically different disciplines, encompassing a multitude of different educational benchmarks, professional requirements, pedagogical approaches, methods, cultures and student expectations. Our education strategy respects disciplinary specificity, but at the same time recognises the imperative to deliver consistency of standards and student outcomes across all its programmes. We will ensure consistency of achievement while supporting a diversity of teaching and learning, through the monitoring of core threshold standards in delivery of the curriculum.

### 2.2.4 Student Voice

We are rightly proud of the extent to which our educational strategy and policy is developed in partnership with students. Our current Strategy on Learning and Teaching, for example, was developed in conjunction with students. We will ensure that student voice is embedded in all levels of our governance and quality processes. We will strengthen student input into curriculum design and delivery, encouraging the co-creation of curricula and assessment where possible. Recognising that our student body includes a diverse range of learners with different interests, needs and ambitions, we will ensure that we deliver an inclusive curriculum that serves all our students.

### 2.2.5 Research and Practice Informed Teaching

This education strategy is firmly rooted in the belief that excellent teaching in Higher Education is defined by its engagement with either cutting edge research or professional practice. We will ensure that students benefit from our research and professional practice strengths. Our staff and students will be able to articulate the ways in which teaching and learning is enhanced by its strong and explicit relationship to research and professional practice.

### 2.2.6 Workplace Learning

We will ensure that our teaching supports employability, embracing and supporting all forms of work-based learning, including sandwich programmes, shorter internships, employer sponsored projects, and Degree Apprenticeships. As employment in all fields is becoming increasingly focused on portfolio working, we will help students in ensuring that they are able to access flexible, short placements where appropriate, and support them in developing portfolios of work experience and transferable skills

## 2.3 INTEGRATE

We will focus on improving student experience through better links and integration between formal/timetabled educational activities and other student activities including induction and transition, independent learning, work placement, international experience, volunteer service, personal tutoring, student accommodation and our student living programme, welfare support and support after graduation. Students see their university experience in a holistic way and are frustrated by the distinctions between the formal provision of education and other aspects of the student experience, which are often created by university structures and processes. Improvements to student employability, resilience and engagement can only be achieved if the student experience binds together teaching content and learning with all aspects of student life. We will ensure that professional services are aligned and integrated into the student experience.



### 2.3.1 Integrated Transition Support

We will ensure that our curricula and student support systems are informed by an understanding of our students' prior learning experiences and cultures. Our curricula will recognise and support progression through the programme, moving from a more supported, scaffolded structure at the start of the programme, towards ever-increasing student independence and self-direction. Preparing our students for entry into the labour market through relevant curriculum provision is essential. We will ensure that careers support, work experience, international study, employability, and entrepreneurship are embedded within our curricula rather than being an optional add-on. Our careers and employability offer must respond to the challenges presented by the Destination of Leavers of Higher Education (DLHE). Our graduate support offer must be appropriate to the extended period between graduation and the census date, which could be 14/15 months after graduation.

### 2.3.2 Student Friendly Systems and Cultures

We will ensure that the student journey and the student experience is joined up and coherent, and that our student-facing administration, structures and processes are configured to promote uncomplicated student interactions. We will invest in systems that work across the diversity of our portfolio and student body. Learner analytics and student engagement systems will have student ownership and buy-in, and will enable students to make connections between all aspects of their student experience, including independent learning, academic and welfare support, and extra-curricular activities. We will ensure a strong personal tutor system

provides the backbone of supportive student engagement processes.

### 2.3.3 Learning Campus

We will make the importance of the learning environment to the experience and outcome of our students more explicit. Supported by our estates strategy, our education strategy will promote creative, professional and interdisciplinary learning through the provision of flexible learning space, which maximises teaching intensity by promoting and supporting strong relationships between classroom teaching and social learning outside scheduled teaching hours. We will ensure that our campus is able to support a range of different learning and teaching styles and approaches. We will create hybrid social/teaching spaces and support innovations in teaching delivery that exploit these spaces in more explicit and deliberate ways.

### 2.3.4 Directed Independent Learning

We will develop more explicit relationships between contact hours and directed independent learning, investing in and promoting technology and pedagogy that supports the delivery of staggered independent learning support. Directed independent learning support will facilitate the transition of students from the foundation or first year to the final year. We will develop programmes of study that encourage students to spend more of their time on campus and to ensure that their independent and informal learning is more closely aligned to timetabled learning sessions.

### 2.3.5 Engaged Employers

We will increase our collaborations with employers and entrepreneurs through curricular advice, teaching input, work experience and mentoring opportunities. We will build on our emerging strategy on employability to ensure that we not only embed discipline-specific professional and vocational skills into our curriculum, but also develop (and become more explicit in our articulation of) a range of soft skills, resilience and adaptability which will best equip our students for the challenging employment market. We will ensure that opportunities to access work-based learning and work experience are embedded into all our curricula.

### 2.3.6. Integrated Strategic Leadership

Recent changes to the governance of the University have ensured that senior leadership committee structures reflect integration between education, research and international missions. At University Executive Group and Faculty Executive Groups, thematic heads and PVCs are able to contribute to the development of policy and practice to ensure strategies are in dialogue with one another. We will ensure that the relationships between education, research and international strategies that are being instigated at senior levels are implemented and embedded into operations at the level of Schools and departments.

### 2.3.7 Integrated Student Support

The past decade has seen an expansion in services such as academic skills support and student welfare, that offer a vital service to our students. We will ensure that continued investment in this area is integrated into our educational

strategy, and that we avoid divisions between education, and welfare, academic support and residential living. Our support services will play an important part in an integrated approach to the student journey.

## 2.4 PRACTICE

We will be world-leading in our support and promotion of teaching in Higher Education as a professional practice. We will support the professional development of our teaching academics through formal qualification, support for developing innovation and pedagogy, help for improvement and development, and recognition and reward for outstanding achievements. We will ensure academic careers at Manchester Met reflect the value we place on the development of Higher Education teaching as professional practice, and ensure that our students benefit from the expertise and reflective practices of our academics. We will develop robust systems that capture evidence of excellent teaching quality outputs, and will support the appropriate systems of career support and reward. We will encourage our staff to make significant interventions into national and international debates on Higher Education, to inform the development of excellent practice and innovation in their disciplines, and to make Manchester Metropolitan world-leading in the development of HE teaching and pedagogy.



#### **2.4.1 Recognition and Reward**

We will develop a clear pathway to promotion to senior positions based on teaching practice excellence. In order to facilitate, support and reward excellent professional practice in teaching, we will articulate clear descriptors of what excellence in this area is, and ensure that staff are supported in this area. We will develop schemes to mentor and support staff to promotion through these routes. We will recognise and reward evidence of teaching leadership, innovation and pedagogic excellence. Taken in conjunction with the Research strategy, our Education strategy will require significant changes to workload systems and planning, resource allocations and career support and development to structure and support these pathways.

#### **2.4.2 Teaching Practice and Career Development**

We will encourage staff to undertake training and development in teaching practice at all levels, ensuring that our PDR process supports a culture of training and reflection. We will encourage and support senior staff in engaging with teaching qualification, as well as ensuring that it is an integral part of probationary requirements and early career support. We will support staff in gaining teaching qualifications and accreditations, with the aim of ensuring all teaching staff have teaching qualifications.

#### **2.4.3 Teaching and Leadership**

We will support the development of academic leadership within the University, identifying, empowering and rewarding people to take leadership roles that are able to deliver improvements to our education KPIs.

#### **2.4.4 Research Excellence in Pedagogy and Practice**

We recognise that teaching as professional practice and academic research are not mutually exclusive categories and many staff will deliver in both these areas. Pedagogic research into learning and teaching which might be considered under the label 'professional practice', might at the same time meet the standards of internationally excellent research outputs that are 3\* or 4\*. We will establish structures that support such pedagogic and practice-based research across the institution, where it meets high quality standards.

### **2.5 ENGAGE**

We will focus on enhancing the reputation of Manchester Metropolitan for its educational mission beyond its students, including KE (jointly with research strategy delivery), CPD and community education. Our education strategy supports the University in its mission to inspire and support the community beyond our student body, and to demonstrate the wider contribution of our University to the region and our world.

#### **2.5.1 CPD and Executive Education**

Our provision of CPD is currently managed at Faculty level where there are examples of outstanding programmes that contribute to our income diversity, promote strong relationships with employers and partners, provide an important pathway for KE, and strengthen our external reputation. We will promote further development in this area, and investigate the potential for more centralised support for CPD and Executive education. We will ensure that our CPD portfolio is in dialogue with the skills needs of our region. Our part-time, postgraduate or CPD students will benefit from programmes and systems that are flexible enough to accommodate different ways of delivering teaching and learning.

#### **2.5.2 External Education**

Manchester Metropolitan has an educational remit and responsibility beyond that of our registered students. This broader educational remit takes many forms, but at its heart is our commitment to serve as a dynamic force within our region, and to promote the status and value of Higher Education. Our educational mission in this regard has some clear synergies with our KE Strategy, encompassing current activities such as community engagement festivals, outreach work, the development of free online learning to promote our areas of expertise, and work with our local and national partners.

#### **2.5.3 Widening Participation for All**

Universities serve as engines for social mobility not just for their own student body, but also for their wider community. We recognise a responsibility and mission to promote Higher Education for all, to support access to University to those within our community and to ensure that appropriate support and frameworks are in place to maximise success. We will continue to take an expansive approach to Widening Participation, supporting and assisting underrepresented communities in their admission to a range of universities.

#### **2.5.4 Sustainability**

Manchester Metropolitan is proud of its globally leading position as a sustainable institution. Our education strategy understands sustainability as a shared responsibility, with Research, International, and Estates Strategies all playing a role in this area. We will encourage the development of curricula and teaching practices that engage with sustainability as an intellectual, social and global issue.

#### **2.5.5 Internationalisation**

Our education strategy will encourage students to gain international experience through study or work abroad. We also understand internationalisation as a broader goal, and will encourage the development of curricula and activities which promote and support internationalisation, through active engagement with global issues and internationally diverse student groups. Our community engagement will reflect our mission to promote internationalisation and global themes within our local communities.

#### **2.5.6 Civic Service**

We will ensure that our actions to expand the student experience through work experience, volunteer activities and civic engagement bring benefits to our community. We will promote, recognise and reward student service in our local community.



# APPENDIX

## KEY ENABLING PROJECTS AND INDICATIVE ACTIONS

The timeframe for full implementation of our Education Strategy is a staggered one. The regulatory framework of the HE sector makes it difficult to introduce significant structural change quickly. However, it would be unacceptable to focus entirely on long-term changes and fail to deliver significant improvements for our current students. This appendix therefore lists:

- a) **Current – current restructure/investment/enabling projects:**  
Current ongoing projects that can be implemented without contravening CMA regulation and for which resources have already been allocated. Timeframe for completion – September 2017
- b) **Expansion – in place in some areas of the University, but need to ensure more consistent application:**  
Actions that are already in place in some areas of the university but where we are already taking actions to ensure consistency throughout the institution. Timeframe for completion – December 2017
- c) **New:**  
Projects that will require significant structural changes, are subject to CMA regulation or require further investment so will be rolled out over the next two years.



## 2.2 TEACH

### 2.2.1 Effective Academic Leadership

- a) **Current:**  
Restructuring into more effective academic units in some areas of the University
- b) **Expansion:**
- Clear and appropriate lines of responsibility for PDRs and Programme review
  - Enhanced CPD for academic leadership
  - Support for excellent academic leadership
- c) **New:**
- Introduction of School-level integrated review
  - Revision of promotion materials to recognise effective academic leadership

### 2.2.2 Evidence Driven Actions

- a) **Current:**
- CASQE restructure
  - SEM project
  - Review of CMI/TPI/NSS action plan processes
- b) **Expansion:**
- Clear processes and responsibility for assuring quality thresholds and professional accreditation
  - Clear processes and responsibility for driving programme and unit level improvements and innovation
  - Robust Personal Tutor arrangements that are informed by learner analytics

### 2.2.3 Consistency in Standards and Achievements

- a) **Expansion:**
- Robust systems of peer support
  - Clear Head of Department/School responsibility for programmes
  - Empowered programme leadership which feeds into PDRs
  - Clear articulation within promotions criteria of what constitutes a baseline threshold of good

teaching (for research-focused applications) and excellent teaching (for teaching and learning applications)

- More directed teaching reflection section of revised promotion process, to include student feedback, unit scores, peer observations and self-reflection

#### c) **New:**

- Revision of Academic Role descriptors
- Introduction of School-level integrated review

### 2.2.4 Student Voice

#### b) **Expansion:**

- Strong student involvement in programme approval and review processes
- Clear pathways for student input into unit performance
- More directed teaching reflection section of revised promotion process, to include student feedback, unit scores, peer observations and self-reflection

### 2.2.5 Research and Practice Informed Teaching

#### a) **Current:**

- Research/practice-informed teaching section of revised promotion procedures

#### c) **New:**

- Inclusion of research/practice specialisms in programme approval/review process

### 2.2.6 Workplace Learning

#### a) **Current:**

- Development of structure to support degree apprenticeships
- Restructure of Careers service to support internships

#### b) **New:**

- SuMMUr project, and creation of more flexible work experience opportunities
- HEFCE bid on employer engagement projects

## 2.3 INTEGRATE

### 2.3.1 Integrated Transitional Support

#### a) **Current:**

- Strong Induction processes
- CELT support for Induction and Transition
- Restructure of Careers service into Faculty business partner model
- Development of Postgraduate Certificate in employability

#### b) **Expand:**

- Curriculum design to promote more flexible routes for work experience, entrepreneurship and international experience
- Strong support for Transition

#### c) **New:**

- Increased support for staff to serve as School/ College Governors
- SuMMUr project

### 2.3.2 Student Friendly Processes

#### a) **Current:**

- Student Journey Transformation Project. (delivery over 2 years)
- Directed Independent Learning Tracker App (DILTA)
- Attendance Monitoring project
- Lecture Capture project (delivery by September 2018)
- Global Online strategic partnership for DTNE programmes (ongoing)

#### b) **Expand:**

- Successful interventions through Learner Analytics project
- Strong and consistent Personal Tutor systems

#### c) **New:**

- Development of SuMMUr project

### 2.3.3 A Learning Campus

#### a) **Current:**

- Phase Two of Estates Masterplan, strongly informed by Education strategy
- DILTA
- IT Strategy, including Smart Campus theme.
- Student Journey Transformation Project

#### b) **Expand:**

- Curriculum design which promotes hybrid-teaching models
- Development of more flexible curricula to include more diversification in teaching delivery

### 2.3.4 Directed Independent Learning

#### a) **Current:**

- DILTA
- Lecture Capture project

#### b) **Expand:**

- Innovative curriculum design that is more explicit about DIL

#### c) **New:**

- Introduction of School-level integrated review

### 2.3.5 Engaged Employers

#### a) **Current:**

- Use of careers questionnaire in Personal Tutor process
- Development of Postgraduate Certificate in employability

#### b) **Expand:**

- Employer involvement in curriculum design
- Employer involvement in delivery of teaching where appropriate
- Curriculum design to promote more flexible routes for work experience, entrepreneurship and international experience
- Clear curriculum mapping of soft skills

#### c) **New:**

- Sponsored dissertation project
- SuMMUr project

### 2.3.6. Integrated Strategic Leadership

#### b) **Expand:**

- Clear job descriptions and expectations for different levels of academic leadership
- Improved CPD in academic leadership
- Clear lines of PDR, with targets and data from thematic strategies

#### c) **New:**

- Introduction of School-level integrated review

### 2.3.7 Integrated Student Support

#### a) **Current:**

- Review of academic auxiliary posts across the University. Consistent job descriptions and responsibilities

#### b) **Expand:**

- Clear line management and lines of responsibility for academic auxiliary positions
- CPD for academic support

#### c) **New:**

- Introduction of School-level integrated review



## 2.4 PRACTICE

### 2.4.1 Recognition and Reward

- a) Current:
  - Clear articulation within promotions criteria of what constitutes a baseline threshold of good teaching (for research-focused applications) and excellent teaching (for teaching and learning applications)
  - More directed teaching reflection section of revised promotion process, to include student feedback, unit scores, peer observations and self-reflection
- b) Expand:
  - Curriculum review of delivery and assessment to promote teaching efficiency
  - Scholarship of Teaching and Learning (SOTL) projects
  - Robust probation and Lecturer to SL progression review which reflects importance of teaching
- c) New:
  - Central resource and promotion of Faculty opportunities to support teaching innovation and excellence

### 2.4.2 Teaching Practice and Career Development

- b) Expand:
  - More robust review of end of probation and progression for Lecturer to Senior Lecturer that includes teaching practice
  - Support for teaching qualifications for all staff, including senior staff

- c) New:
  - Clear expectation of CPD activity in promotion applications
  - Introduction of School-level integrated review

### 2.4.3 Teaching and Leadership

- b) Expand:
  - Improved CPD for academic leadership
  - Clear job descriptions and expectations for different levels of academic leadership

- c) New:
  - Introduction of School-level integrated review

### 2.4.4 Research Excellence in Pedagogy and Practice

- b) Expand:
  - SOTL scholarships and opportunities to apply for support/sabbaticals to support teaching development
- c) New:
  - Establishment of a Research Centre for HE teaching
  - Development of portfolio of teaching practice examples for promotion applications

## 2.5 ENGAGE

### 2.5.1 CPD and Executive Education

- a) Current:
  - Student Journey Transformation project which is inclusive of CPD and Executive Education students
- c) New:
  - Establishment of a cross-university group on Executive Education

### 2.5.2 External Educational

- a) Current:
  - Establishment of a Community Engagement Committee
- b) Expand:
  - Edlab
- c) New:
  - Review of place of community engagement activities in promotions criteria and workload planning
  - SuMMUr project.

### 2.5.3 Widening Participation for All

- a) Current:
  - Focus on Foundation Year, establishment of cross-university working group on foundation years to improve outcomes
- b) Expand:
  - Effective student interventions, using learning analytics, SEM
  - Robust personal tutor and academic auxiliary systems

### 2.5.4 Sustainability

- b) Expand:
  - Curriculum review to include scrutiny of sustainability as a theme in curricula
- c) New:
  - Introduction of School-level integrated review

### 2.5.5 Internationalisation

- b) Expand:
  - More flexible approach to international placements and study that increases the number of students who are able to undertake international experience
  - Curriculum review to include scrutiny of Internationalisation as a theme in curricula
- c) New:
  - Introduction of School-level integrated review
  - SuMMUr project

### 2.5.6 Civic Service

- a) Current:
  - Flexible Manchester Futures award
- b) Expand:
  - Edlab
- c) New:
  - SuMMUr project
  - Cross-University Community Engagement group

